

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: HHCKLA Buddhist Chan Shi Wan Primary School (English)

Application No.: D 013 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	5	4	25

3. No. of operating classes in the 2019/20 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	--	--	--	--	--	--	--

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
PLP-R/W Programme	P.1 – P.3	Reading and Writing	NET section, EDB
School Support Partners (Seconded Teacher) Scheme (2015/16)	P.4	Enhancing Primary Students' Reading Writing Skill Development	HHCKLA Buddhist Wisdom Primary School
Teaching Non-fiction in English Language Lessons through Reading e-books (2018/2019)		Reading	HHCKLA Wong Cho Sum Primary School
The School Support Partner Scheme in small class teaching (2017/2019)	P.4 – P.5	Process Writing	Pui Kiu Primary School
The Assessment Literacy Network Programme (2018/2020)	P.5 – P.6	Assessment for Learning	Fukien Secondary School Affiliated School

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. The NET Section gives advice and support to school on the implementation of KS1 reading programme.2. Senior management staff give their full support to panel development and devote additional resources to establishing a language-rich environment.3. Teachers have weekly co-planning meetings to discuss different strategies for improving learning and teaching.	<ol style="list-style-type: none">1. English Language teachers are eager to join different programmes and find support services to enhance the learning and teaching of English.2. The availability of the ‘Grant Scheme on Promoting Effective English Language Learning in Primary Schools’ will facilitate the development of school-based reading programme in KS1.
Weaknesses	Threats
<ol style="list-style-type: none">1. Most students do not have parental support for learning of English at home. Students cannot consolidate what they have learnt at school.2. Most students do not have an interest in reading English books because they do not know how to choose and approach suitable readers.	<ol style="list-style-type: none">1. Almost one-third of our students are cross-border students. The cultural divide and achievement gap are widening across all levels.2. Not all English Language teachers can manage the diversity in class. Some cannot make good use of assessment data to improve their teaching.

(C) Measures taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Areas of Development	Usages of the grant	Grade Level
<ol style="list-style-type: none">1. Refinement of the English Language curriculum for fostering:<ol style="list-style-type: none">(i) students’ interest in reading; and(ii) students’ reading abilities	<ol style="list-style-type: none">1. Procuring professional ELT curriculum consultancy services2. Hiring a qualified 0.5 supply teacher	P.4 – P.5

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or —developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input checked="" type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiatives funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>- Employing a part-time English-proficient teacher for collaborating with the core team in – (i) organising whole school activities to create a language-rich environment; and (ii) developing P.1-2 guided reading programme to cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p>- Purchasing printed readers and benchmark assessment kits for the P.1-2 school-based guided reading programme</p>					
<p>Objectives</p> <ul style="list-style-type: none"> ● Given the widening achievement gap at school, we would like to deploy the grant for hiring a part-time English-proficient teacher. He / She will collaborate closely with existing English Language teachers in: <ul style="list-style-type: none"> ✧ conducting English language activities outside class time; and ✧ developing a new P.1-2 guided reading programme. ● The proposed language learning enhancement initiatives have the following aims: <p><u>Whole-school language activities</u></p> <ul style="list-style-type: none"> ✧ To maximise students’ exposure to English ✧ To create a more stimulating learning environment ✧ To reduce students’ inhibition in using English for communicative purpose ✧ To improve students’ learning motivation ✧ To supplement the core English Language Curriculum ✧ To equip teachers with strategies to enrich the language learning environment <p><u>Guided reading programme</u></p> <ul style="list-style-type: none"> ✧ To accommodate diverse learning needs in the reading classroom ✧ To improve students’ motivation to read ✧ To extend teachers’ repertoire of strategies to cater for learning diversity 	<p>P.1-6 English language activities</p> <p>P.1-2 Guided Reading Programme</p>	<p>Planning and implementation Throughout the year</p> <p>Interim review 01/21</p> <p>Final evaluation 07/21</p>	<p>The following activity packs will be developed within the project year.</p> <ol style="list-style-type: none"> 1. 6 <i>Let’s Read</i> Programme packs 2. 1 <i>The Little Reading Ambassador</i> training pack covering a total of 10 sessions 3. 6 <i>English Day</i> activity packs with each covering 4 sessions each <p>80% of P.1-P.3 students will agree that they enjoy the Let’s Read sessions.</p>	<p>All newly-developed materials will be refined for future use.</p> <p>Video filming and photo taking of activities and students’ presentation will be used to for future reference.</p> <p>Teachers-in-charge of the activities will hold sharing sessions to share good teaching experience with fellow teachers.</p>	<p>Observation of activities and evaluation meetings will be carried out every term to monitor the progress and evaluate the effectiveness of the initiative.</p> <p>Questionnaires will be given to teachers and students for collecting their feedback.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>Expected qualifications and requirements</p> <ul style="list-style-type: none"> ● The part-time English-proficient teacher is expected to be: <ul style="list-style-type: none"> ✧ a bachelor's degree holder with native English-speaking competence; ✧ TEFL/TESL qualifications; and ✧ at least one year of experience working in local education setting ● He / She will work 4 full days a week collaborating with teachers in delivering whole-school language activities and P.1-2 guided reading programme. His / Her duties include: <ul style="list-style-type: none"> ✧ contributing to the bi-weekly co-planning meetings; ✧ revising the materials after the meetings; ✧ co-developing guided reading lesson materials with the Education Bureau Native-speaking English Teacher (NET) and Local English Language Teachers (LETs); ✧ co-delivering language activities and guided reading weekly lessons (1 lesson per class / week); ✧ evaluating the newly-developed materials with EDB NET and LETs in the review meetings; ✧ conducting internal professional sharing for English Language panel at the end of the project year; and ✧ refining the programme based on evaluation data. ● Collaboration between the part-time teacher, the NET and the LETs <ul style="list-style-type: none"> ✧ Co-planning meetings will be held once a fortnight. ✧ Follow-up actions on refining the materials will be carried out after the meeting. ✧ Observation and evaluation meetings will be carried out once every term in order to monitor the progress and evaluate the effectiveness of the initiatives. ✧ The EDB NET will provide mentorship to the part-time teacher and LETs. 			<p>80% of Little Reading Ambassadors will agree that the programme has helped improve their reading and communication skills.</p> <p>80% of the KS1 tutees will agree that the Ambassador Reading Time has helped improve their reading skills.</p> <p>80% of students will agree that they enjoy the English Day.</p> <p>80% of teachers will agree that the language environment has been enriched.</p> <p>70% of teachers will agree that they have developed a better</p>	<p>English Language panel chair will groom other members of the panel through co-planning meetings so that they will be able to lead the English Language activities in subsequent years.</p>	

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation								
<p>Whole-school activities at P.1-6</p> <ul style="list-style-type: none"> ● A broad array of language activities thematically and linguistically aligned to the core English Language Curriculum will be conducted outside class time. ● Students of various language capacities will benefit from the proposed activities. Able students involved as activity organisers will improve their leadership skills while less able students will receive peer learning support. ● Proposed activities <i>Let's Read (P.1-3)</i> <ul style="list-style-type: none"> ✧ To develop students' interest in reading and expose them to authentic English, the part-time teacher and the LETs will conduct 20-minute fun shared reading sessions to P.1-P.3 students twice a week in the English Room during lunch recess. To ensure the participation of all students in P.1-3, rosters will be created. ✧ Story books thematically aligned to core curriculum themes will be selected. The part-time teacher and LETs will conduct fun book-related activities to encourage students' active participation as well as build their comprehension. <table border="1" data-bbox="129 1066 943 1477"> <thead> <tr> <th data-bbox="129 1066 338 1106"><i>Stages</i></th> <th data-bbox="338 1066 943 1106"><i>Examples of activities</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1106 338 1294">Before</td> <td data-bbox="338 1106 943 1294"> <ul style="list-style-type: none"> ✓ Viewing videos related to the book theme ✓ Prediction activities e.g. sharing about the book theme ✓ Picture walk </td> </tr> <tr> <td data-bbox="129 1294 338 1406">During</td> <td data-bbox="338 1294 943 1406"> <ul style="list-style-type: none"> ✓ Presentation of the book content ✓ General questioning / Kahoot quiz to check students' understanding </td> </tr> <tr> <td data-bbox="129 1406 338 1477">After</td> <td data-bbox="338 1406 943 1477"> <ul style="list-style-type: none"> ✓ Class, pair or individual silent retelling ✓ Trivia quiz and vocabulary games </td> </tr> </tbody> </table>	<i>Stages</i>	<i>Examples of activities</i>	Before	<ul style="list-style-type: none"> ✓ Viewing videos related to the book theme ✓ Prediction activities e.g. sharing about the book theme ✓ Picture walk 	During	<ul style="list-style-type: none"> ✓ Presentation of the book content ✓ General questioning / Kahoot quiz to check students' understanding 	After	<ul style="list-style-type: none"> ✓ Class, pair or individual silent retelling ✓ Trivia quiz and vocabulary games 	P.1-6		understanding of how to conduct language activities.		
<i>Stages</i>	<i>Examples of activities</i>												
Before	<ul style="list-style-type: none"> ✓ Viewing videos related to the book theme ✓ Prediction activities e.g. sharing about the book theme ✓ Picture walk 												
During	<ul style="list-style-type: none"> ✓ Presentation of the book content ✓ General questioning / Kahoot quiz to check students' understanding 												
After	<ul style="list-style-type: none"> ✓ Class, pair or individual silent retelling ✓ Trivia quiz and vocabulary games 												

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation		
<table border="1" data-bbox="129 252 943 328"> <tr> <td data-bbox="129 252 338 328"></td> <td data-bbox="338 252 943 328"> <ul style="list-style-type: none"> ✓ Creative artwork related to the book ✓ Readers' theatre </td> </tr> </table> <p data-bbox="188 368 763 400"><i>P.4 Little Reading Ambassador Programme</i></p> <ul style="list-style-type: none"> ✧ The programme is aimed at catering for learning diversity and establishing a learning community at school. Struggling readers at KS1 will receive reading support while high-flyers will develop their leadership potential. ✧ 15 P.4 students with demonstrated interest in reading, fluent spoken English and leadership skills nominated by LETs will serve as Little Reading Ambassadors. ✧ The part-time teacher will collaborate with the EDB NET in conducting weekly training sessions during the extra-curricular activity (ECA) lessons on how to deliver reading activities for their younger peers. <p data-bbox="248 852 707 884"><u>Contents of the training programme</u></p> <ul style="list-style-type: none"> ✓ Books to be covered in the Ambassador Reading Time ✓ Various reading strategies and activities for their younger peers ✓ Language used for providing guidance and corrective feedback as well as making book recommendations ✓ Establishing and maintaining rapport with younger peers <ul style="list-style-type: none"> ✧ The teacher librarian will render advice on the training programme and support to the Little Reading Ambassadors. ✧ Struggling KS1 students will be paired up with Little Reading Ambassadors. The Ambassador Reading time will take place at least once during recesses every week during morning / lunch recesses. Supported by a LET / the EDB NET / the part-time 		<ul style="list-style-type: none"> ✓ Creative artwork related to the book ✓ Readers' theatre 					
	<ul style="list-style-type: none"> ✓ Creative artwork related to the book ✓ Readers' theatre 						

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>teacher, the Little Reading ambassadors will give pair / small group reading sessions and provide struggling students on text decoding and comprehension.</p> <ul style="list-style-type: none"> ✧ Teachers involved will conduct short evaluation sessions in the ECA lessons and offer reading ambassadors suggestions for improvement. ✧ A reward scheme will be set up and Little Reading Ambassadors and tutees who perform well in the reading time will be given stickers. Prizes will be presented as encouragement to those who collect a certain number of stickers at the end of the school year. ✧ The Little Reading Ambassadors will be able to reach a wider audience through sharing their interesting reading experiences and materials at lunchtime on Campus TV / morning assemblies at least once a month. The part-time teacher will assist the EDB NET in preparing students for the performances. Programmes will be uploaded to our school's website. Parents can view them and read recommended books with their children. <p>English Day (P.1-6)</p> <ul style="list-style-type: none"> ✧ The part-time teacher will collaborate with the EDB NET and LETs in delivering weekly thematic English activities to students of all levels in the school hall every Wednesday during recesses and lunch. Activities include vocabulary stall games and chit-chat sessions on core curriculum themes to extend learning beyond the classroom. ✧ English ambassadors will provide activity support to their teachers. ✧ Stamp collection cards will be distributed to participating students. Students with good 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation										
<p>performances will be given 1 or 2 stamps and those who collect 5 stamps in every session will be presented with small gifts.</p> <table border="1" data-bbox="129 363 943 1187"> <thead> <tr> <th colspan="2" data-bbox="129 363 943 400"><i>Proposed activities</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 400 338 440">Level</td> <td data-bbox="338 400 943 440">P.4 Term 2</td> </tr> <tr> <td data-bbox="129 440 338 480">Theme</td> <td data-bbox="338 440 943 480">Having fun in Hong Kong</td> </tr> <tr> <td data-bbox="129 480 338 852">Core Language items</td> <td data-bbox="338 480 943 852"> <u>Vocabulary</u> - Names of places and tourist attractions in Hong Kong - Leisure activities <u>Grammar</u> - Imperatives - Prepositions of directions - Future tense - Question words (e.g. how, where and what) </td> </tr> <tr> <td data-bbox="129 852 338 1187">Activities</td> <td data-bbox="338 852 943 1187"> ✧ Chit-chat sessions: my favourite places in Hong Kong ✧ Giving direction game Students draw pictures that match a set of directions. ✧ Naming places / locations on the map ✧ Spelling Bee game – names of tourist attractions in Hong Kong ✧ Cross-word puzzle – leisure activities </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Expected project deliverables <ul style="list-style-type: none"> ✧ Activity training packs (programme outlines, lesson plans and learning and teaching materials such as PowerPoint slides and task sheets) ✧ Activity guidelines and activity materials (e.g. game pieces) 	<i>Proposed activities</i>		Level	P.4 Term 2	Theme	Having fun in Hong Kong	Core Language items	<u>Vocabulary</u> - Names of places and tourist attractions in Hong Kong - Leisure activities <u>Grammar</u> - Imperatives - Prepositions of directions - Future tense - Question words (e.g. how, where and what)	Activities	✧ Chit-chat sessions: my favourite places in Hong Kong ✧ Giving direction game Students draw pictures that match a set of directions. ✧ Naming places / locations on the map ✧ Spelling Bee game – names of tourist attractions in Hong Kong ✧ Cross-word puzzle – leisure activities					
<i>Proposed activities</i>															
Level	P.4 Term 2														
Theme	Having fun in Hong Kong														
Core Language items	<u>Vocabulary</u> - Names of places and tourist attractions in Hong Kong - Leisure activities <u>Grammar</u> - Imperatives - Prepositions of directions - Future tense - Question words (e.g. how, where and what)														
Activities	✧ Chit-chat sessions: my favourite places in Hong Kong ✧ Giving direction game Students draw pictures that match a set of directions. ✧ Naming places / locations on the map ✧ Spelling Bee game – names of tourist attractions in Hong Kong ✧ Cross-word puzzle – leisure activities														

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>The Guided Reading programme for P.1-2</p> <ul style="list-style-type: none"> ● A weekly double period is currently allocated to the PL-PR/W programme. The EDB NET and LETs co-deliver shared reading sessions for introducing to KS1 students basic reading strategies, phonics sounds and high frequency words. ● With a view to addressing the apparent diversity already identified at P.1, a new add-on P.1-2 guided reading programme will be launched. 1 additional lesson a week will be assigned for guided reading to increase students' exposure and cater for learner diversity with equal emphasis on more able and less able students. ● A gradual approach will be adopted: <ul style="list-style-type: none"> <u>P.1</u> <ul style="list-style-type: none"> ✧ The part-time teacher, the EDB NET and the LETs will conduct levelling assessments on P.1 students from September to October 2020. Guided readers of the same levels will be adopted for all ability groups before the assessment data are ready in November 2020. ✧ Starting from November 2020, students will start to read books of their levels in the guided reading sessions. Teachers will draw reference to levelling assessment results while choosing guided readers and designing related activities. <u>P.2</u> <ul style="list-style-type: none"> ✧ With the availability of assessment data collected this year, students will read guided books of their levels throughout the project year. ● The part-time teacher, the EDB NET and the LETs in P.1-2 will co-teach the sessions to ensure differentiated reading support to students of different language capacities. 	P.1-2	<p>Contacting publishers 07/2020</p> <p>Procurement 08/2020</p> <p>P.1 Levelling assessment 09-10/20</p> <p>Module 1 Planning 09/20</p> <p>Implementation 09/20</p> <p>Evaluation 10/20</p> <p>Module 2 Planning 10/20</p> <p>Implementation 11/20</p> <p>Evaluation 11/20</p> <p>Module 3 Planning 11/20</p> <p>Implementation 12/20</p>	<p>Guided reading materials covering a total of 48 lessons will be developed.</p> <p>90% of students in P.1-2 will agree that the guided reading sessions have helped improve their reading skills.</p> <p>Assessment results on reading comprehension of over 70% of abler students in P.1-2 will improve in one years' time.</p> <p>Assessment results on reading comprehension of over 50% of less able students in P.1 -2 will improve in one years' time.</p> <p>100% of teachers involved will</p>	<p>The readers purchased will be kept for future use. The guided reading scheme will continue after completion of the scheme.</p> <p>A sharing session will be conducted for transferring the knowledge acquired to the other English Language teachers in school for sustainability.</p> <p>Each LET has to videotape one guided reading lesson for sharing.</p> <p>Teachers who are new to guided reading scheme will be invited to join</p>	<p>Reading assessment record of students of the PM Benchmark Kits record will be analysed.</p> <p>Evaluations of guided reading lessons will be conducted in biweekly co-planning meetings.</p> <p>A survey to collect feedback from teachers and students to gauge effectiveness of the scheme.</p> <p>English Language teachers will evaluate the effectiveness of the use of the readers during the English Language panel meetings twice a year.</p> <p>Reading assessments</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation																																																				
<ul style="list-style-type: none"> ● Purchase of assessment kits and printed guided readers <ul style="list-style-type: none"> ✧ To effectively cater for learner diversity in P.1-2, two red <i>Fountas and Pinnell Benchmark Assessment</i> kits (Reading Assessment Resource 1 – Levels 1-14) will be acquired so that our teachers can assess students’ fluency, vocabulary knowledge and comprehension through unseen and meaningful texts. ✧ Students will be divided into 3 reading levels (P.1 – from November 2020 onwards and P.2 – throughout the year) based on the levelling assessment results. Fiction and non-fiction levelled readers related to the core module themes will be acquired for the programme. ● Target reading skills <table border="1" data-bbox="129 767 943 1489" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;"><i>Reading skills</i></th> <th style="text-align: center;"><i>H</i></th> <th style="text-align: center;"><i>A</i></th> <th style="text-align: center;"><i>L</i></th> </tr> </thead> <tbody> <tr><td>Follow left to right directionality</td><td></td><td></td><td style="text-align: center;">✓</td></tr> <tr><td>Recognise the beginning and end of sentences</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>Distinguish between capital and small letters</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>Sight read common, phonically irregular words</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td></tr> <tr><td>Recognise known clusters of letters in unknown words</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td></tr> <tr><td>Recognise familiar words in new texts</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>Use phonological strategies to decode words</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>Work out meaning of unknown words by recognising base words</td><td style="text-align: center;">✓</td><td></td><td></td></tr> <tr><td>Guessing the meaning of unfamiliar words by using contextual or pictorial clues</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>Confirm meaning by re-reading a sentence</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>Understanding the connection between ideas by identifying cohesive devices</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td></tr> </tbody> </table> 	<i>Reading skills</i>	<i>H</i>	<i>A</i>	<i>L</i>	Follow left to right directionality			✓	Recognise the beginning and end of sentences	✓	✓	✓	Distinguish between capital and small letters	✓	✓	✓	Sight read common, phonically irregular words	✓	✓		Recognise known clusters of letters in unknown words	✓	✓		Recognise familiar words in new texts	✓	✓	✓	Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts	✓	✓	✓	Use phonological strategies to decode words	✓	✓	✓	Work out meaning of unknown words by recognising base words	✓			Guessing the meaning of unfamiliar words by using contextual or pictorial clues	✓	✓	✓	Confirm meaning by re-reading a sentence	✓	✓	✓	Understanding the connection between ideas by identifying cohesive devices	✓	✓			Evaluation 12/20 Module 4 Planning 01/21 Implementation 02/21 Evaluation 02/21 Module 5 Planning 03/21 Implementation 04/21 Evaluation 04/21 Module 6 Planning 04/21 Implementation 05/21 Evaluation 05/21 Final review 06/21 Professional sharing 07/21	acquire strategies to cater for learner diversity in teaching guided reading.	the in-house teacher training workshops and observe the lessons conducted by experienced NET and LETs.	results will be analysed. Students’ reading logs and word will be reviewed.
<i>Reading skills</i>	<i>H</i>	<i>A</i>	<i>L</i>																																																						
Follow left to right directionality			✓																																																						
Recognise the beginning and end of sentences	✓	✓	✓																																																						
Distinguish between capital and small letters	✓	✓	✓																																																						
Sight read common, phonically irregular words	✓	✓																																																							
Recognise known clusters of letters in unknown words	✓	✓																																																							
Recognise familiar words in new texts	✓	✓	✓																																																						
Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts	✓	✓	✓																																																						
Use phonological strategies to decode words	✓	✓	✓																																																						
Work out meaning of unknown words by recognising base words	✓																																																								
Guessing the meaning of unfamiliar words by using contextual or pictorial clues	✓	✓	✓																																																						
Confirm meaning by re-reading a sentence	✓	✓	✓																																																						
Understanding the connection between ideas by identifying cohesive devices	✓	✓																																																							

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation								
Understanding the information provided on the book cover and contents page		Programme Refinement 08/21											
Guess the likely development of the topic by using personal experience and world knowledge													
Recognise the format, visual elements and language features of some common text types													
Make predictions about stories using book cover													
Skim a text to obtain a general impression and the gist or main ideas with teacher support													
Locating specific information													
<ul style="list-style-type: none"> ● Strategies to cater for learner diversity <ul style="list-style-type: none"> ✧ Group arrangements <ul style="list-style-type: none"> - Students will be grouped according to their reading abilities with reference to the PM Benchmark assessment results. Materials and tasks will be tailored to suit the specific needs of the students in each group. - During guided reading lessons, students will be put into 3 different ability groups. The part-time teacher, the EDB NET and the LET will take care of one ability group. They can focus their instructions to meet the needs of that particular reading level. 													
<table border="1"> <thead> <tr> <th data-bbox="114 1182 510 1222"><i>Ability groups</i></th> <th data-bbox="510 1182 958 1222"><i>Teacher</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="114 1222 510 1262">More able</td> <td data-bbox="510 1222 958 1262">The EDB NET</td> </tr> <tr> <td data-bbox="114 1262 510 1302">Average</td> <td data-bbox="510 1262 958 1302">The part-time teacher</td> </tr> <tr> <td data-bbox="114 1302 510 1342">Less able</td> <td data-bbox="510 1302 958 1342">The LET</td> </tr> </tbody> </table>		<i>Ability groups</i>	<i>Teacher</i>	More able	The EDB NET	Average	The part-time teacher	Less able	The LET				
<i>Ability groups</i>	<i>Teacher</i>												
More able	The EDB NET												
Average	The part-time teacher												
Less able	The LET												
<ul style="list-style-type: none"> - Both collaborative and individual reading tasks will be designed. Small group work allows better peer support while individual reading tasks help develop learning autonomy. 													

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> ✧ Graded materials <ul style="list-style-type: none"> - More able students will be presented with more challenging texts and extended materials for deepening their understanding of the topics. - Less able students will be given texts slightly above their levels and provided with additional scaffolding support. For example, multimodal texts such as videos and pictures will be used to aid comprehension. ✧ Differentiated instructional strategies: <ul style="list-style-type: none"> <u>Questioning</u> <ul style="list-style-type: none"> - Guided reading prompts will be set for students of different ability levels. <i>Thick questions</i> requiring inferential and critical responses to the text will be used more frequently to facilitate deeper text comprehension. - For less able students, <i>thin questions</i> dealing with specific factual information found in the text and eliciting shorter responses will be used to check students' comprehension. They can also gain access to <i>flashcards and online dictionary</i> while attempting thick questions. <u>Varied scaffolding support</u> <ul style="list-style-type: none"> - Strategies such as compacting, independent study, and even creative thinking activities will be employed to allow abler students to learn at an appropriate pace for them. - For less able groups, teachers may provide direct instruction and additional modelling of effective reading strategies when necessary. Other strategies include making use of syntactic cues, reading aloud, pre-teaching vocabulary, using visual aids / realia and assigning pre-reading preparation tasks before reading. 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation																
<p>✧ More choice on tasks</p> <ul style="list-style-type: none"> - To encourage divergent thinking and engage learners of different learning styles, students will be offered more than one way to express text understanding after reading. <table border="1" data-bbox="129 437 943 967"> <thead> <tr> <th data-bbox="129 437 452 475"><i>Types of learners</i></th> <th data-bbox="452 437 943 475"><i>Examples of activities</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 475 452 587">Interpersonal</td> <td data-bbox="452 475 943 587">✓ Conduct an interview with another person about the books</td> </tr> <tr> <td data-bbox="129 587 452 625">Intrapersonal</td> <td data-bbox="452 587 943 625">✓ Write a reflective journal entry</td> </tr> <tr> <td data-bbox="129 625 452 699">Logical-mathematical</td> <td data-bbox="452 625 943 699">✓ Construct a timeline relating to the events in the story</td> </tr> <tr> <td data-bbox="129 699 452 772">Naturalist</td> <td data-bbox="452 699 943 772">✓ Find photos relating to the story</td> </tr> <tr> <td data-bbox="129 772 452 813">Bodily-kinesthetic</td> <td data-bbox="452 772 943 813">✓ Act out a part of the story</td> </tr> <tr> <td data-bbox="129 813 452 887">Visual-spatial</td> <td data-bbox="452 813 943 887">✓ Make a collage using images and words from the texts</td> </tr> <tr> <td data-bbox="129 887 452 967">Musical-rhythmic and harmonic</td> <td data-bbox="452 887 943 967">✓ Read aloud part of the passage in a dramatic way.</td> </tr> </tbody> </table> <p>✧ A diversified assessment mode will be adopted for students to see their understanding of the readers.</p> <ul style="list-style-type: none"> - Apart from summative assessments such as levelling assessment and exams/tests, formative assessments such as teachers' observation, students' self- and peer-assessment will be conducted to monitor and evaluate students' learning. <p>● Descriptions of sample guided reading lessons The following will demonstrate how the above strategies are employed to address the diversity in the reading classroom.</p>	<i>Types of learners</i>	<i>Examples of activities</i>	Interpersonal	✓ Conduct an interview with another person about the books	Intrapersonal	✓ Write a reflective journal entry	Logical-mathematical	✓ Construct a timeline relating to the events in the story	Naturalist	✓ Find photos relating to the story	Bodily-kinesthetic	✓ Act out a part of the story	Visual-spatial	✓ Make a collage using images and words from the texts	Musical-rhythmic and harmonic	✓ Read aloud part of the passage in a dramatic way.					
<i>Types of learners</i>	<i>Examples of activities</i>																				
Interpersonal	✓ Conduct an interview with another person about the books																				
Intrapersonal	✓ Write a reflective journal entry																				
Logical-mathematical	✓ Construct a timeline relating to the events in the story																				
Naturalist	✓ Find photos relating to the story																				
Bodily-kinesthetic	✓ Act out a part of the story																				
Visual-spatial	✓ Make a collage using images and words from the texts																				
Musical-rhythmic and harmonic	✓ Read aloud part of the passage in a dramatic way.																				

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Level	P.1 (Lower ability groups)					
Title	<i>PM Level Where can they live?</i> by Jill Eggleton					
Learning objectives	<ul style="list-style-type: none"> ✧ Students will develop a better understanding of how to: <ul style="list-style-type: none"> - make prediction about the book content using pictorial clues and book cover; and - guess the meaning of word using contextual and pictorial clues. ✧ Students will learn words about: <ul style="list-style-type: none"> - names of animals; - animal parts; and - animals' habitats. 					
Before reading	<ol style="list-style-type: none"> 1. Teacher shows students a video about animals' home using his tablets. <i>Animal Homes Song - ChuChu TV Nursery Rhymes & Kids Songs</i> https://www.youtube.com/watch?v=STAWuZZQecU 2. Teacher reads the title to the students and tells them that they are going to read a book about animals' homes. 3. Teacher does a picture walk and asks students simple questions to elicit their background knowledge. Students can respond verbally, by hand gestures or drawing. <ul style="list-style-type: none"> ✓ <i>Have you seen these animals?</i> ✓ <i>Which of them? Point to the pictures.</i> ✓ <i>Where do they live? You can draw their homes on the paper.</i> 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
While reading	<p>4. Students are given a matching worksheet with pictures of animals and habitats.</p> <p>1. Teacher passes each student a copy of the guided reading book and invites students to point at each word as she reads the story.</p> <p>2. Teacher models good reading behaviors such as tracking print, phrasing, inflection, etc. as students follow or read along.</p> <p>3. Students monitor their own reading by filling out the matching worksheet.</p> <p>4. Teacher stops to discuss words that students do not know. She can refer to the pictures in the book and offer students additional clues. <i>✓ What does the word “scales” mean? Look at the picture on page 9. You can find them all over a fish body.</i></p> <p>5. Teacher demonstrates to students how syntactic cues (word order and patterns of language) can be used to make sense of the following frequently-used sentence in the book and work out word meaning. The animal + can live in + its home.</p> <p>6. Pictures and stuffed animal toys can be used to explain words related to animal parts.</p> <p>7. After students learn a sight word e.g. bird, they practise making them by rearranging magnetic alphabet letters.</p>				

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
	8. Teacher asks simple questions to practise prediction skills. ✓ <i>Apart from fish, what other animals live in the water?</i> ✓ <i>Can you find a picture of the animal on the other pages?</i>					
Post-reading	1. Students read aloud the book together as a group. 2. Students draw pictures of where animals they know live.					
Level	P.1 (More able groups)					
Title	<i>PM Level 3 The Turtle's Journey</i> by Jill Eggleton					
Learning objectives	✧ Students will develop a better understanding of how to: - make prediction about the book content using pictorial clues and book cover; - predict the likely development of the topic; and - guess the meaning of word using contextual and pictorial clues as well as recognising base words. ✧ Students will learn words about: - turtles' actions and activities; and - names of animals.					
Before reading	1. Teacher introduces the book by showing the book cover to students. 2. Teacher reads out the title and asks students open questions about what they see. ✓ <i>What is the animal on the cover?</i>					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
	<ul style="list-style-type: none"> ✓ <i>Tell us what you know about turtles, like where they live and what they eat.</i> ✓ <i>Are these animals endangered?</i> <p>3. Teacher conducts a picture walk and gets students to predict the content.</p> <ul style="list-style-type: none"> ✓ <i>What do you think the book is about?</i> ✓ <i>What is the turtle doing at the beach?</i> ✓ <i>What are the other animals trying to do to the small turtles?</i> 					
While reading	<p>1. Teacher passes each student a copy of the guided reading book and invites students to point at each word as she reads the story.</p> <p>2. Teacher models good reading behaviors such as tracking print, phrasing, inflection, etc. as students follow or read along.</p> <p>3. Teacher stops to discuss that students do not know.</p> <ul style="list-style-type: none"> ✓ <i>What does the word “hatchlings” mean?</i> ✓ <i>Divide the words into two parts,</i> ✓ <i>Do you know words with a similar ending? (e.g ducklings)</i> <p>4. Teacher draw students’ attention to the prepositions used and gets students to guess the word meaning using contextual clues.</p> <ul style="list-style-type: none"> ✓ <i>As you can see, there are some eggs and they are IN the hole. What does the word ‘hole’ mean?</i> 					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
	<ol style="list-style-type: none"> 5. Students can practise figuring out word meaning by using other examples (e.g. over the sand, in the sky). 6. After students learn a sight word e.g. bird, they can practise spelling and reading them aloud. 7. Teacher gets students to predict the likely development of the topic and gives evidence for their answers. <ul style="list-style-type: none"> ✓ <i>What do you think will happen to the small turtles? Which pictures or words in the books support your answer?</i> 					
Post reading	<ol style="list-style-type: none"> 1. Students can read independently. 2. Students write a short paragraph about what could possibly happen to the small turtles if they could not swim back to the water. 3. They design a poster on how to protect the turtles. 					
<ul style="list-style-type: none"> ● Expected project deliverables: <ul style="list-style-type: none"> ✧ Unit plans ✧ Lesson plans ✧ Graded task sheets (e.g. mind map, word hunt, cover design, gap-filling and crossword puzzle, etc.) for each reader 						